

## JOHN P THOMAS ELEMENTARY

6001 Weston Ave  
Columbia, S. C. 29203

**GRADES** K-5 Elementary School

**ENROLLMENT** 453 Students

**PRINCIPAL** Evelyn Moore 803-735-3430

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	54	50	3

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Good	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes

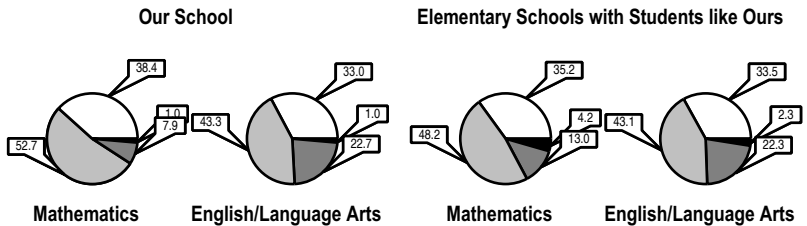
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	230	99.6	32.7	43.6	22.8	1.0	30.7	Yes	Yes
Gender									
Male	110	99.1	35.1	44.7	20.2	0.0	23.4		
Female	120	100.0	30.6	42.6	25.0	1.9	37.0		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	228	99.6	32.5	43.5	23.0	1.0	31.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	198	99.5	32.7	44.4	21.6	1.2	32.7		
Disabled	32	100.0	32.3	38.7	29.0	0.0	19.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	230	99.6	32.7	43.6	22.8	1.0	30.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	230	99.6	32.7	43.6	22.8	1.0	30.7		
Socio-Economic Status									
Subsidized meals	214	99.5	31.2	44.1	24.2	0.5	31.7	Yes	Yes
Full-pay meals	16	100.0	50.0	37.5	6.3	6.3	18.8		

Mathematics - State Performance Objective = 15.5%									
All Students	230	99.6	38.1	53.0	7.9	1.0	17.8	Yes	Yes
Gender									
Male	110	99.1	41.5	51.1	6.4	1.1	14.9		
Female	120	100.0	35.2	54.6	9.3	0.9	20.4		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	228	99.6	38.0	53.0	8.0	1.0	17.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	198	99.5	31.0	58.5	9.4	1.2	21.1		
Disabled	32	100.0	77.4	22.6	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	230	99.6	38.1	53.0	7.9	1.0	17.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	230	99.6	38.1	53.0	7.9	1.0	17.8		
Socio-Economic Status									
Subsidized meals	214	99.5	38.2	53.2	7.5	1.1	17.7	Yes	Yes
Full-pay meals	16	100.0	37.5	50.0	12.5	0.0	18.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	81	97.5	31.9	45.8	22.2	N/A	22.2
	<b>Grade 4</b>	91	100.0	42.7	42.7	14.6	N/A	14.6
	<b>Grade 5</b>	93	100.0	44.4	51.9	3.7	N/A	3.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	77	100.0	20.8	45.8	30.6	2.8	33.3
	<b>Grade 4</b>	67	100.0	30.0	53.3	16.7	N/A	16.7
	<b>Grade 5</b>	86	98.8	45.6	46.8	7.6	N/A	7.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	81	98.8	30.1	60.3	6.8	2.7	9.6
	<b>Grade 4</b>	91	100.0	67.1	22.0	7.3	3.7	11.0
	<b>Grade 5</b>	93	100.0	48.1	43.2	8.6	N/A	8.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	77	100.0	36.1	55.6	8.3	N/A	8.3
	<b>Grade 4</b>	67	100.0	33.3	56.7	8.3	1.7	10.0
	<b>Grade 5</b>	86	98.8	44.3	46.8	7.6	1.3	8.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 453)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.4%	Up from 2.2%	3.5%	2.7%
Attendance rate	95.8%	Up from 95.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.5%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.3%		5.8%	3.5%
Eligible for gifted and talented	5.7%	Down from 6.5%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Up from 4.4%	8.0%	8.2%
Older than usual for grade	1.1%	Up from 0.9%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	60.5%	Down from 61.4%	48.3%	51.4%
Continuing contract teachers	68.4%	Down from 70.5%	80.0%	87.5%
Highly qualified teachers**	90.9%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	6.5%		3.6%	0.0%
Teachers returning from previous year	66.9%	No change	82.4%	86.7%
Teacher attendance rate	93.2%	Down from 94.9%	94.7%	94.9%
Average teacher salary	\$42,232	Up 4.9%	\$39,417	\$40,760
Prof. development days/teacher	6.3 days	Down from 12.6 days	13.4 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	13.2 to 1	Down from 14.8 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.3%	Down from 89.6%	89.0%	90.0%
Dollars spent per pupil*	\$5,927	Up 9.1%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	76.6%	Up from 75.6%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

John P. Thomas Elementary continued to implement several researched-based best practices to improve student achievement this year. Accelerated Reader, Soar to Success, Breakthrough to Literacy, Four Blocks Balanced Literacy, after-school tutoring in Grades 1-5 and CCC computer-assisted instruction were among those practices. Students in first and second grade received weekly computer-assisted instruction in reading and math. Lowered pupil-teacher ratio in the early grades, common planning times, in-school suspension and ongoing staff development contributed to more effective instruction. Staff development included the Principles of Learning, Fred Jones' Positive Discipline, Standards in Practice sessions, Marilyn Burns' Hands-On Math and Marva Collins' Teaching and Training Strategies.

PACT results revealed a decline in math achievement in fourth grade. As a result, the master schedule provided for 75-minute, first-period math classes in grades 3 - 5 and the integration of writing in math. The after-school program focused on strengthening reading and math skills and problem-solving. Several workshops were held for parents that involved them in math, science and English/Language Arts activities. These activities were designed to help parents help their children.

We are very proud of several significant accomplishments this past school year. We were the winner of the "Read With Me" 2004 Reading is Fundamental (RIF) Community Reading Challenge State Champion Award for the second year. The school nurse received the SC School Nurse (R.N.) of the Year award, and the bookkeeper received the district's Bookkeeper of the Year award. A fourth-grade student was the overall winner in the Community Relations Council's tenth annual Fair Housing poster contest. There were four students who were winners in the Drinking Water Poster/Water Bottle Label contest. We had our signature annual event, Health Awareness Fest, again this year. The sixth annual Health Awareness Fest featured district -office staff and local political dignitaries who were volunteer readers for the segment. We will continue our goal of being a SC Model Healthy School and continue our affiliation with Providence Hospital's Healthy Learners Program.

Our partnerships with parents and community are continuing to increase and grow stronger each year. We are very proud of our partnerships with VFW Post 4262, Hope in Christ Ministries' tutors, and College Place Fathers With Pride. We are extremely proud of our second Dads Make A Difference Dinner. This event was well attended. It was a true indication that fathers realize the importance of their roles in the lives of their children.

Evelyn H. Moore, Interim Administrator, John P. Thomas Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	38	75	57
<b>Percent satisfied with learning environment</b>	73.0%	87.8%	60.7%
<b>Percent satisfied with social and physical environment</b>	75.0%	85.3%	59.6%
<b>Percent satisfied with home-school relations</b>	29.7%	86.5%	60.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.